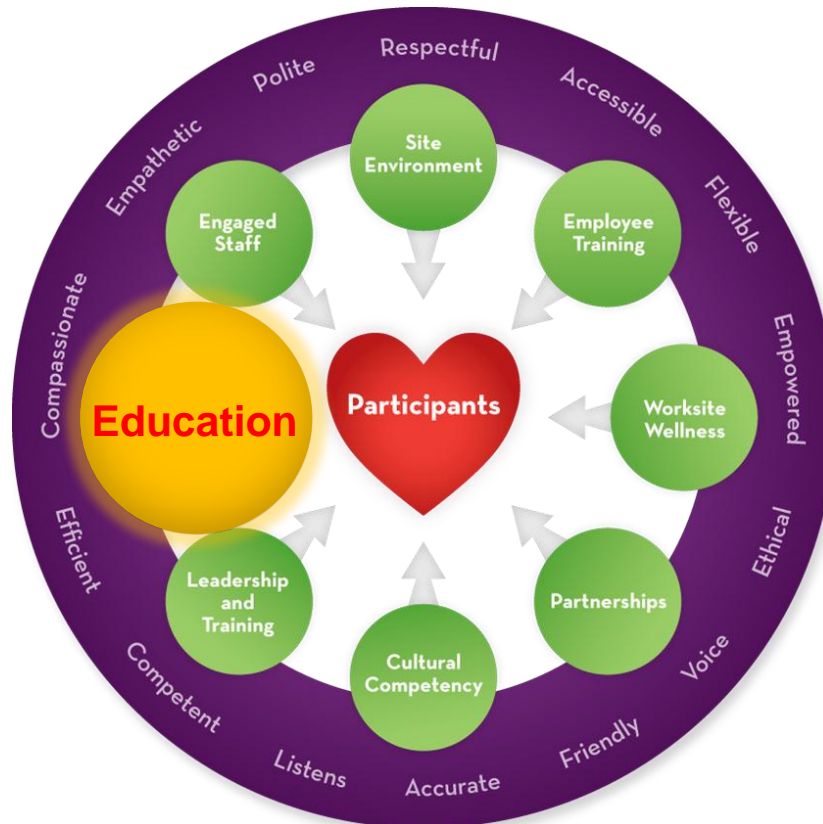


Reflection

Participant Centered Education

Facilitator's Guide



This module is one in a series focusing on Participant-Centered Education (PCE). PCE is a key component of California WIC's effort to offer *Platinum WIC – Participant Centered Services (PCS)*. The California WIC PCS approach puts the WIC family at the center of everything we do and focuses on the strengths of participants, employees and community.

PCE places the participant at the center of the education process. PCE focuses on the participant's capabilities, strengths, and their nutrition, health, and referral needs, not just problems, risks, or unhealthy behaviors. PCE includes working collaboratively, eliciting and supporting motivation to change, and respecting participants as the ones who decide if and when they will learn and/or make a change

REFLECTION

Reflection can be one of the most powerful techniques an educator can use to help participants change. Use of reflective statements let someone know the listener understands them and helps build empathy. Reflections also help participants draw on their own capabilities and realize their own reasons for change.

Reflection can be used throughout the entire session. It is related to the PCE principle of empathy and the technique of summarizing. Training on these additional topics will reinforce the learning from this module.

Trainer's Notes

Purpose:

To improve WIC staff understanding of reflection, and to improve competence in developing reflective statements.

Objectives: By the end of the session, staff will have:

- Reviewed the basic characteristics of reflection statements
- Practiced reflecting statements they might hear from participants

Materials:

- "Reflection" Trainee Workbooks
- Optional video clips:
 - Everybody Loves Raymond: <http://www.youtube.com/watch?v=TA-RaDNVKpw>
 - Blondie and the Trucker – available from California State WIC.

Room Set Up:

- Staff seated at tables or in small groups

Additional notes about reflection statements:

This module requires the facilitator to have a good understanding of what reflections are, and how to do them. The facilitator must be comfortable modeling reflections.

A few general suggestions about reflections:

- Keep reflections brief – about the same length as the statement.
- Try to avoid using "but" in reflection. Instead use "and".
- Usually it's better to understate a reflection than overstate it. Reflection can be softened by using words like "could", "might", or "possibly".
- If there are 2 parts to the reflection, reflect the "negative" (i.e., the behavior you want to DIScourage) first, and then the "positive" (i.e., the behavior you want to ENCourage). This way, the last thing the participant hears is the positive.
- Metaphors and analogies can be especially helpful as reflections.
- The best way to get better at reflections is...to practice. Staff who want to improve can practice at almost any time with anyone they talk to!



Reflective Listening: Reflections let someone know the listener understands them.

Reflections

- Let participants know that you understand them
- Can help participants realize their own reasons for change and their own possible solutions

- Two steps:
 - Guess the Meaning
 - Make a Statement
- Reflective listening is a statement, not a question. Voice inflection turns down.
- Ways to open:

| | |
|--------------------------------|-----------------------------|
| So you feel... | It sounds like you... |
| You're wondering if... | It seems to you that... |
| You're feeling... | So you... |
| What I'm hearing you say is... | I'm getting a sense that... |
- Pay more attention to what you hear, not what you are going to say.
- Reflection Statements
 - Should be sincere
 - Shouldn't be a word-for-word repetition (Avoid parroting)

1. How do you show someone you understand them? Activity 1

Instruction: **Explain** that this in-service will concentrate on a key component of participant-centered education: Reflection.

Say: *What are some of the ways you let someone know you understand them?*

Instruction: Invite staff to **talk in pairs**. Then **invite a few** staff to share their ideas in the large group.

Say: *A key part of your relationship with a participant is to be able to empathize with them. Empathy is the ability to understand or imagine what someone else's feelings might be.*

An excellent way for someone to know you understand them is through reflection. Reflection is when you make your best guess about what a person is saying, and make a statement that puts this guess into words.

Reflection is like holding a mirror up to someone; and instead of seeing themselves, they get to hear themselves.

2. Key parts of reflection: Activity 2

Instruction: **Review** the information on the handout. **Ask** what questions staff has about this information.



3. Demonstrate Reflection: Activity 3

- a) Instruction:** **Invite** a volunteer to talk with you about a vacation they have taken recently. Explain that you will lead this conversation by **reflecting** and **using open-ended questions**.

During the conversation, **focus on reflecting** what you think the person is saying and feeling. If you get stuck, use an open-ended question to move the conversation.

After talking with the volunteer, **thank** her and then **debrief with the group**. Ask them what they noticed about your reflections.

- b) Instruction:** Now explain that you will share a story about yourself; and while you tell your story, you will invite the **trainees to reflect** what they think you are saying.

Note: It helps to have a story that shows some ambivalence. Be sure to stop periodically to allow staff to practice reflecting.

After this activity, **thank** the people who offered a reflection and **debrief with the group**.

REFLECTION STATEMENTS
Write down how you'd reflect each statement

| | | |
|--|---|---|
| So you feel... What I'm hearing you say is... So you... | You're wondering if... It sounds like you... | You're feeling... It seems to you that... I'm getting a sense that... |
|--|---|---|

1. Every time I take away the bottle he just cries.

REFLECTION:

2. I can't get my kids to eat vegetables.

REFLECTION:

3. I've heard breastfeeding can be painful.

REFLECTION:

4. It's really hard to find time to exercise—and eat well—when I've got two little

REFLECTION:

ones at home

5. I like to eat healthy, but my husband is always giving the kids junk food

REFLECTION:

4. Practice Reflection: Activity 4

INSTRUCTIONS

Explain that in a moment you will **read statement #1** in the next handout. After they listen to the statement, tell them they will have 30-45 seconds to write down a reflection of that statement.

After 30-45 seconds, ask for **volunteers to share their reflections**. Review the reflections as a group.

Then **repeat** this activity with statements 2, 3, and 4.

NOTE: Try to DISCOURAGE staff from working on the reflection ahead of time. In real life reflections need to come spontaneously.

For statements 5 and 6, encourage them to **work together in groups** to come up with reflections, and then share with the large group.

Suggested Guidelines:

- Encourage staff to use the phrases listed at the top of the page to start their reflections.
- Let them know that there are no "right" or "wrong" responses, and that when they are in a real situation, they'll know if the reflection works by the response they get from the participant. Also, there is no perfection when it comes to reflection.
- When reviewing their responses, ask if it's OK to share suggestions about how to improve the reflections.

After this activity, **debrief with the group** and thank everyone for their efforts.



5. Optional Video Clips: Activity 5

INSTRUCTIONS

Show a clip from “Everybody Loves Raymond” or “Blondie and the Trucker.”

Ask staff to make notes of some of the reflections they hear.